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Students evaluation of EDU 2.0: a case study

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Abstract

Not every learning management system has the same functions and the same characteristics; what is important is to choose the best one available for the students. Purpose of this study is to find out Education Students perspectives about the Edu 2.0 system. For this purpose, *Undergraduate students (n=51) and Graduate students (N=9) evaluated the learning management system Edu 2.0. Their result was that the system is "good" for courses delivered in English; however it is not so efficient for Turkish courses.*

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Keywords: Edu 2.0; LMS; distance learning

1. Introduction

LMS is a self-contained webpage with embedded instructional tools that permit faculty to organize academic content and engage students in their learning (Laster, 2005). If learners are not satisfied with the design of the course website, they may have negative perceptions of the effectiveness their online courses (Brush, 2001), thus choosing the right LMS is important. Cavus, Uzunboylu and Ibrahim (2007) underlined that a learning management system (LMS) provides the platform for web-based learning environment by enabling the management, delivery, and tracking of learning, testing, communication, registration process and scheduling. Understanding and identifying the motivation factors that influence faculty is relevant to effective faculty development, support structures, and the use of an LMS (Betts, 1998). Infusing education technology resources, such as an LMS, may assist faculty with managing courses and organizing content to engage students and decrease planning time, thus supporting the instructional process (Ayers & Doherty, 2003; Jafari, McGee, & Carmean, 2006; Oliva & Pawlas, 2005). The identification of the best learning style in an Intelligent Tutoring System must be considered essential as part of the success in the teaching process (Zatarain-Cabada, etc., 2009). There is a need to find a way to include virtual worlds in school learning, but this requires careful planning to specify the roles of teachers and students and the way the virtual worlds are used in the current school environment (Iqbal, etc.).

1.1 Edu 2.0 and its Features

Edu 2.0 is a free web-based education site with various features for teachers, students and parents. It needs nothing to download or install and it includes Facebook-like news feeds and social networking. What is more, it can be accessed from any mobile device. For expert users low cost premium plans are available. It consist of rich set of

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assessment tools, including quizzes, question banks, and seven other kinds of assignment. In this system, Students should adopt a deep learning approach from the earliest age via learning environments where they can control their learning (Yılmaz& Orhan, 2010). It has read rubrics and easy-to-use grade book. The learning-oriented environment refers to the extent to which students perceive assessment tasks as moderately challenging, assessment standards and criteria are clear, assessment feedback is informative, and that they have chances to improve their performance (Alkharusi,H.,2010).Creating a curriculum, associating its proficiencies with lessons and assignments and then track student progress automatically is very easy. Any kind of media can be embed into classes, including pictures, audio, video, slideshows, and more. It contains groups, blogs, wikis, forums and chat that are built in. The LMS allows you to customize your organization's banner, URL, home page, color scheme, and logo. Also, parents can have their own accounts and easily access their children's grades, assignments, and reports. Teachers using Edu 2.0 can store resources into a personal, school or district library for easy sharing. Every student gets their own portfolio for saving and showcasing their work. Once you log in, you can see when your friends and colleagues are online, and click on their avatar to chat. Teachers and parents can monitor all communications within classes in real time, and receive daily reports of any communications that might have been offensive. The system is arranged for a school, class, lessons and contains many related menus. In this paper the menus and students perspectives of those will be discussed.

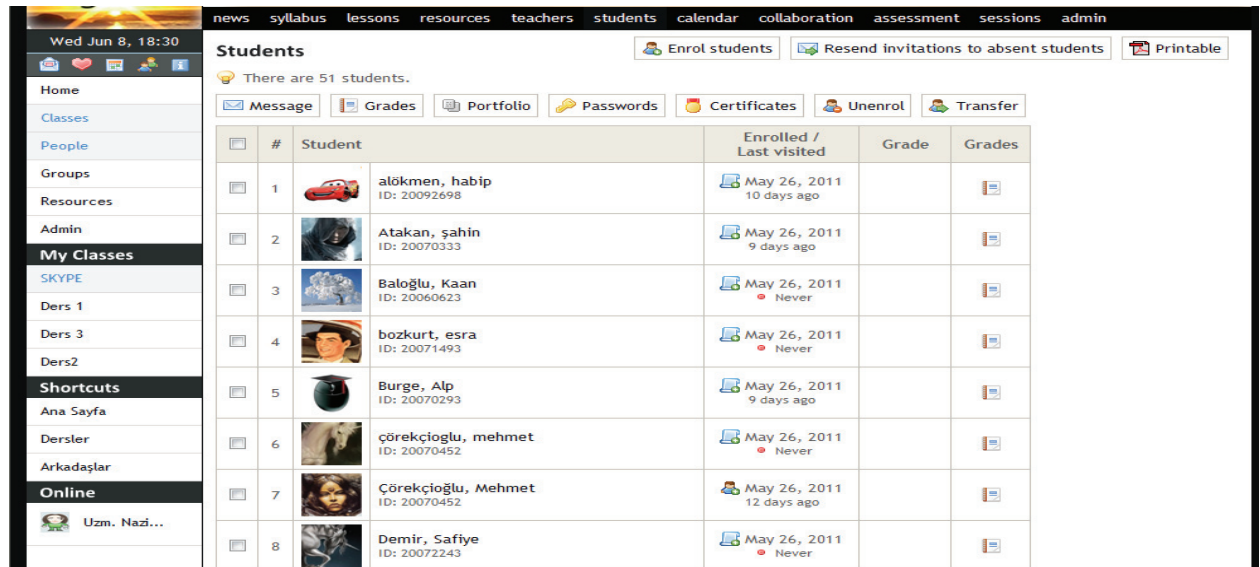
1.2 Purpose

The purpose of this study is to find out Education Students perspectives about the Edu 2.0 system; hence a course is designed to make students experience the system before evaluating it.

2. Method

2.1 Study Group

51 computing and instructional technology teacher education students, ages differing between 19 and 21, in NEU (Near East University) and Graduate students (N=9) attended four distance education courses . The interviews were carried out with graduate students and The last course named “Skype” can be seen at Figure 1.



#	Student	Enrolled / Last visited	Grade	Grades
1	alökmen, habıp ID: 20092698	May 26, 2011 10 days ago		
2	Atakan, şahin ID: 20070333	May 26, 2011 9 days ago		
3	Baloğlu, Kaan ID: 20060623	May 26, 2011 Never		
4	bozkurt, esra ID: 20071493	May 26, 2011 Never		
5	Burge, Alp ID: 20070293	May 26, 2011 9 days ago		
6	çörekçioglu, mehmet ID: 20070452	May 26, 2011 Never		
7	Çörekçioglu, Mehmet ID: 20070452	May 26, 2011 12 days ago		
8	Demir, Safiye ID: 20072243	May 26, 2011 Never		

Figure 1. Students attained to course “Skype”.

2.2 Instrument

Researchers created an account and uploaded course contents into Edu 2.0 (<http://nazimetuncay.edu20.org>). The online course is presented first to graduate students in Near East University and interviews were carried out. Their opinions for improving the online course is taken. The online course is redesigned accordingly. Later online questionnaire was prepared on SurveyMonkey.com (<https://www.surveymonkey.com/s/5XWH29Z>). In order to take opinions of the undergraduate students the experts evaluation (n = 11) was wanted for the survey items. Experts group from education technologist evaluated the data gathering scale both individually and collaboratively. Under the suggestions of experts, necessary corrections were done to the draft form. Hence, the content validity of the questionnaire was maintained by the help of the educational technologist experts (see Figure 2).

***5. VirtualNeu Genel Menü Ozelliklerine İlişkin Görüşünüzü Belirtiniz.**

	Eklenmesi Uygundur	Eklenmesi Kısmen Uygundur	Eklenmesi Uygun Değildir
"Home" Menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Classes" Menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"People" Menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Groups" Menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Resources" Menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		

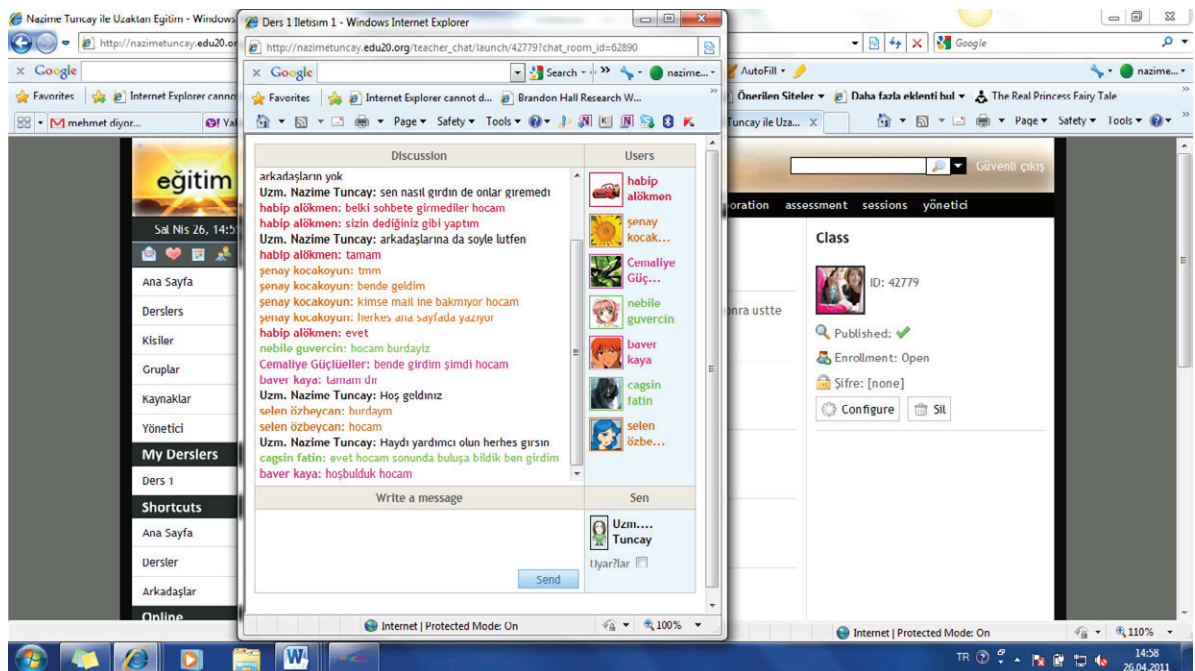
***6. "Home" Menüsü Özelliklerine İlişkin Görüşünüzü Belirtiniz.**

	Eklenmesi Uygundur	Eklenmesi Kısmen Uygundur	Eklenmesi Uygun Değildir
"News" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Messages" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Calendar" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Locker" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Portfolio" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Photos" Alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 2. Questionnaire on SurveyMonkey.com

2.3 Procedure

A web page was designed. Online attendance and online question forms, online quizzes were included to this page. The students were expected to enter their passwords to access the page, read the lecture notes, sign the online attendance form, solve the online quizzes and do their homeworks. The students were also able to join to synchronous discussion with the teacher or submit their questions via the online form (see Figure 3).



Students are given several assignments and graded. Figure 4 shows an example of the assignments given in first course.

eğitim

Tue Jun 7, 13:41

Ders 1

news syllabus lessons resources teachers students calendar collaboration assessment sessions admin

Assignments Add assignment Student progress

An assignment is a task that a student has to complete by a specified time in order to earn points. These points count towards a final grade based on the selected weighting scheme. There are several kinds of assignments, including quizzes, freeform (essay questions), surveys, discussions (discuss a topic in a forum and earn points), offline (such as a traditional paper test or reading a book), and attendance (award points based on attendance). Our system simplifies all aspects of creating, giving, monitoring, and grading assignments. To set notifications, display settings, grading periods, categories and the weighting scheme, click Configure.

Click on an assignment to give it or grade it; indicates a shortcut to grade assignments.

Give assignment Delete

#	Name	Type	Category	Begin	End	Given	Points	% of overall	Graded / Submitted
1	Attendance		Parti...	Apr 26 00:00	May 3 00:00	-	0	20	-
2	ANKET DOLDURUNUZ LUTFEN		-	Apr 28 15:00	Apr 29 15:00	✓	100	20	13/13
3	SİSTEM HAKKINDA		-	Apr 28 15:00	Apr 29 15:00	✓	100	20	15/15
4	BLOGLAR		-	Apr 28 16:00	May 1 16:00	✓	100	20	32/32
5	Ders Sunumu		-	Apr 28 16:00	May 1 16:00	✓	100	20	10/10

Figure 4. Student Assignments

2.4. Data Analysis

For data analysis SurveyMonkey.com is used and the frequencies, percentages are calculated and graphs are exported by the help of the program.

3. Results and Discussion

Students were happy about using Edu 2.0 system and they stated that most of the menus in Edu 2.0 system is useful and can be added in courses.

3.1 Results of the Interviews Carried by Graduate Students

As a result of the interviews carried by the graduate students, the students stated that the advantages of the Edu 2.0 system are: It is more easy to use compared to Moodle; it can be chosen when compared to Blackboard, since it is very cheap; it is better than Wordpress since it has more features; we can upload our assignments via system; we can follow class chat even though we have not participated ; it is good for blended instructions; one need not to instal it; system contains cla; it is good . The disadvantages are stated as: It is not suitable for courses which are conducted in Turkish; The system may be confusing at first sight, since it is very different than other LMS; the system translation from English to Turkish is not good (See Table 1).

Table 1. Edu 2.0 Advantages and Disadvantages

Edu 2.0 System Advantages	Edu 2.0 System Disadvantages
<ol style="list-style-type: none"> 1. It is more easy to use compared to Moodle. 2. It can be chosen when compared to Blackboard, since it is very cheap. 3. It is better than Wordpress since it has more features. 4. We can upload our assignments via system. 5. We can follow class chat even though we have not participated 6. It is good for blended instructions. 7. One need not to instal it. 8. System contains Cla 9. It is good 	<ol style="list-style-type: none"> 1. It is not suitable for courses which are conducted in Turkish. 2. The system may be confusing at first sight, since it is very different than other LMS 3. The system translation from English to Turkish is not good.

3.2 Students Evaluations about “General Menus”:

The five general menus were stated as “Should be Added” with great percentages (See Table 2).

Table 2. General Menus

MENUS	“Should be Included”	“May be Included”	“Should not be Included”
“Home” Menu	94,0%	6,0%	0,0%
“Classes” Menu	87,8%	12,2%	0,0%
“People” Menu	81,6%	18,4%	0,0%
“Groups” Menu	72,9%	22,9%	4,2%
“Resources” Menu	83,3%	16,7%	0,0%

3.3 “Home” Menus:

The Edu 2.0 system contained 5 submenus: “News”, “Messages”, “Calendar”, “Locker”, “Portfolio”, “Photos”, “Blog” and “Account”. Only “Locker” Menu is stated as “May not be added” with percentage 51% (See Table 3).

Table 3. Edu 2.0 “Home” Menu

HOME MENUS	“Should be Included”	“May be Included”	“Should not be Included”
“News” Area	88,8%	10,2%	0,0%
“Messages” Area	92,2%	7,8%	0,0%
“Calendar” Area	60,0%	34,0%	6,0%
“Locker” Area	34,7%	51,0%	14,3%
“Portfolio” Area	86,0%	14,0%	0,0%
“Photos” Area	78,0%	20,0%	2,0%
“Blog” Area	77,6%	22,4%	0,0%
“Account” Area	79,2%	16,7%	4,2%

3.4 Classes Menu: Classes menu contained two menus: “Enrolled” and “Catalog”. These are stated by students with great percentages as “may be added” (See Table 4).

Table 4. Edu 2.0 “Classes” Menu

“CLASSES” MENUS	“Should be Included”	“May be Included”	“Should not be Included”
“Enrolled” Area	74,0%	24,0%	2,0%
“Catalog” Area	62,7%	33,3%	3,9%

3.5 People Menu: It contains four submenus: “Overview”, “Friends”, “My Teachers”, “My Teachers” and “My Parents” (Table 5) in which all of them are chosen by great percentage of the students as “May be added” (See Table 5).

Table 5. Edu 2.0 “People” Menu

“PEOPLE” MENU	“Should be Included”	“May be Included”	“Should not be Included”
“Overview” Area	75,5%	20,4%	4,1%
“Friends” Area	92,0%	6,0%	2,0%
“My Teachers” Area	88,2%	9,8%	2,0%
“My Parents” Area	59,2%	34,7%	6,1%

3. 6 Groups Menu: It contains “My Groups” and “Catalog” submenus) in which all of them are chosen by great percentage of the students as “May be added” (See Table 6).

Table 6. Edu 2.0 “Groups” Menu

“GROUPS” MENU	“Should be Included”	“May be Included”	“Should not be Included”
“My Groups” Area	90,0%	10,0%	0,0%
“Catalog” Area	59,2%	36,7%	4,1%

3.7 Resources Menu: It contains “Favorites” and “Uploaded Files” menus, in which all of them are chosen by great percentage of the students as “May be added” (See Table 7).

Table 7. Edu 2.0 “Resources” Menu

“Resources” MENU	“Should be Included”	“May be Included”	“Should not be Included”
“Favorites” Area	90,0%	10,0%	0,0%
“Uploaded Files” Area	59,2%	36,7%	4,1%

3.8 Shortcuts Menu: It contains “Home”, “E-books”, “Videos”, “Chat”, “NEU”, “Help” and “Tools” menus, in which all of them are chosen by great percentage of the students as “May be added” (See Table 8).

Table 8. Edu 2.0 “Shortcuts Menu

“Shortcuts” MENU	“Should be Included”	“May be Included”	“Should not be Included”
“Home” Area	94,0%	6,0%	0,0%
“E-Books” Area	80,0%	16,0%	4,0%
“Videos” Area	86,0%	14,0%	0,0%
“Chat” Area	96,0%	2,0%	2,0%
“Neu” Area	87,8%	12,2%	0,0%
“Help” Area	74,5%	23,5%	2,0%
“Tools” Area	81,6%	14,3%	4,1%

3.9 Shortcuts Menu: It contains “Moving”, “Flying”, “Videos”, “Running”, “Personal Chat”, “Group Chat”, “Text” and “Conference Rooms” menus, in which all of them are chosen by great percentage of the students as “May be added” (Table 9).

Table 9. SeconLife Enviroment

SECONDLIFE ENVIROMENT	“Should be Included”	“May be Included”	“Should not be Included”
“Moving”	82,4%	15,7%	2,0%
“Flying”	54,2%	39,6%	6,3%
“Running”	62,5%	33,3%	4,2%
“Personal Chat”	84,0%	14,0%	2,0%
“Group Chat”	92,0%	6,0%	2,0%
“Text” Area	80,4%	19,6%	0,0%
“Conference Rooms”	81,3%	18,8%	0,0%

3.10 The Students Comments on Edu 2.0 System

The students also write their comments about the system on Edu 2.0 forms. They stated that the system is good; some of them also stated that the system may be confusing at first and it gets easier when they are used to it (See Figure 5)



From şenay kocakoyun at Nis 28, 15:50 (41 gün ago) 0 votes ,

sistem güzel..ama daha hızlı iletişim olabilirse daha da güzel olur....ama böyle bir sistemde bulunmak ve az çok bilgi sahibi olmak da çok güzel..teşekkür ederim hocam..

Reply

Sil



From osman haksun at Nis 28, 15:50 (41 gün ago) 0 votes ,

Bence fena değil ama bazı şeyler böyle karışır hocam sizinle iltibata çok az geçebilirlik ama farklı ve güzel..

Reply

Sil



From emsal kandi at Nis 28, 15:50 (41 gün ago) 0 votes ,

sistem gerçekten çok güzel...karşılıklı konuşma ve ders yapmak çok eğlenceli... dersi daha çok sevdim ben bu sistemden dolayı :))

Reply

Sil



From Serhan Kumru at Nis 28, 15:54 (41 gün ago) 0 votes ,

Sistem güzel :)ilk çok yabancı olduğum için karmasık geldi ama yavaş yavaş rayına oturuyor hersey... =)

Reply

Sil

Figure 5.Comments on the System

4. Conclusions and Recommendations

World is a whole with both developed and developing countries. Global thought involves widening applications all over the world (Tuncay&Uzunboylu, 2010). In this world schools are important. School, which is one of these community intuitions, is getting more responsible of child's education (Özçınar, 2009). For students' education, the right choice of the LMS is very important. This research study shows that Edu 2.0 is a right choice for all the courses delivered in English. Since students were happy using the system and they claimed that it increased their success, Edu 2.0 can be used for delivering courses in English. On the other hand, students emphasized that the system is not good for Turkish courses. In a previous study delivered by Tuncay&Uzunboylu, (2010) it was found that among most important reasons of students for not preferring distance education course was its not being "face to face". Contradicting to the previous findings, the Teacher Education students were not feeling lack of the face to face classroom instruction when they were using Edu 2.0. Teachers are the individuals who sow the seeds of a nations or a society's future (Çağlar &Demirok, 2011), teachers should take into consideration research studies and their finding when they are delivering courses. Recommendations to the Edu 2.0 system developer are; The Turkish version should be improved by the help of the Turkish programmers and more flexibility should be given to the users. If students feel more responsible from the view of their profiles they may be more pleased.

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